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Prejudices, and Misconceptions of Personnel in the
LaGrange City and Troup County School Systems with
Respect to Their Associations With Members of the
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ABSTRACT

This report deals with a workshop type in-service training program in interpersonal relations involving the various categories of school personnel with each other, with area, regional, and/or national consultants, and with the consultative team from the School Improvement Center at the University of Georgia. The program was conducted during a two week period beginning August 10, 1970, and continuing through August 21, 1970. (Author)

EVALUATION OF GRANT PROGRAM
ON PROBLEMS OF SCHOOL DESEGREGATION

Under the Provisions of Title IV, Section 405, of Public Law

88-352 The Civil Rights Act of 1964

Title: A WORKSHOP DESIGNED TO ALLEVIATE THE FEARS,
PREJUDICES AND MISCONCEPTIONS OF PERSONNEL
IN THE LaGRANGE CITY AND TROUP COUNTY SCHOOL
SYSTEMS WITH RESPECT TO THEIR ASSOCIATIONS
WITH MEMBERS OF THE OPPOSITE RACE IN ORDER TO
ENSURE THE CONTINUED SUCCESSFUL FUNCTIONING
OF THE EDUCATIONAL PROGRAM.

Submitted by: LaGrange City Board of Education and the
Troup County Board of Education, LaGrange,
Georgia, 30240.

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Procedures: A workshop type in-service training program in
interpersonal relations involving the various
categories of school personnel with each other,
with area, regional and/or national consultants
and with the consultative team from the School
Desegregation Educational Center at the Univer-
sity of Georgia, Athens, Georgia, conducted
at Hollis Hand School in the LaGrange City
School System.

James W. McAllister, Superintendent
LaGrange and Troup County School Systems

Duration: Beginning Date: August 10, 1970
Ending Date: August 21, 1970

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THE PROGRAM

In consideration of the elimination of the LaGrange City and Troup County dual school systems, it became apparent that there were several problems which were recognized by personnel of both races in both systems. However, one crucial problem seemed to predominate; namely, the existence of fears, prejudices and misconceptions which have developed over past years due to lack of knowledge and understanding of the opposite race and to rumors and/or half truths which have been propagated by the community, and to some degree, by school personnel themselves.

In order to attack the problem of interpersonal relations, it was felt that efforts should be made in conjunction with consideration of concerns expressed by personnel themselves. For the purpose of determining these concerns a survey of both races in both systems was conducted. These concerns expressed by personnel were classified into eight categories:

1. communication
2. cohesiveness and flexibility as a professional team
3. discipline of the opposite race
4. working with parents and guardians of the opposite race
5. administrative commitment
6. acceptance of students regardless of ability and background
7. resegregation of/by students
8. different organizational patterns now existing in schools within one of the systems (Troup County non-white, non-graded primary and Troup County graded white primary)

On the basis of these concerns expressed by personnel, the following objectives were developed:

1. To alleviate fears, prejudices and misconceptions which have developed over the past years due to lack of knowledge and understanding of the opposite race and to rumors and/or half truths which have been propagated by the community and, to some extent, by school personnel themselves.
2. To promote good human relations so that all personnel involved in both systems will feel comfortable, will be encouraged to participate effectively in the workshop, and will become enabled to function in their respective professional responsibilities with an improved self-assurance that they have some of the answers to some of the problems.
3. To allow ample opportunity for personnel to explore and make decisions relative to the concerns they expressed in helping to identify the problem.
4. To disseminate information to the extent that personnel and public will interact in an intelligent and positive manner.
5. To provide means of total personnel involvement in the evaluation of the workshop.

A workshop type in-service training program in interpersonal relations involving the various categories of school personnel with each other, with area, regional and/or national consultants and with the consultative team from the School Improvement Center at the University of Georgia, Athens, Georgia, was conducted during a two week period beginning August 10, 1970, and continuing through August 21, 1970, at Hollis Hand School in the LaGrange City School System. This site was chosen on the basis of the fact that it offered the convenience of air conditioning and is centrally located for both systems.

Upon registration each participant was given a convention badge with his name and group number on it and an attendance report to be turned in on his last day of attendance. Stipends were paid on the basis of the information on the attendance report. (Appendix A). Table I presents data on workshop attendance.

The workshop was designed to give leadership personnel a head start during the first three days of the workshop so that they could function as leaders who understood the magnitude and intensity of the problems in the local situation and who were committed to solving these problems effectively during the remaining sessions of the workshop and on a continuing basis during the ensuing school term(s).

From personnel in both school systems, thirty group leaders and thirty recorders were selected by the project director, two assistant directors and the assistant superintendents in each system. These thirty leaders included the twenty-two principals

Table I. Workshop Attendance
LaGrange City - Troup County

Days Attended	9	8	7	6	5	4	3	2	1	Total
Certificated Personnel (Teachers and Others)			241	25	25	10	6	3	1	311
Aides and Secretaries			23	4	1	2	1	0	0	31
Recorders	27	3								30
Leaders *	29			2	1					32
Total	56	3	264	31	27	12	7	3	1	404

*Two leaders were late due to deaths in family - served as co-leaders with two substitutes.

and assistant principals in both systems and eight classroom teachers who agreed to serve as leaders. The thirty recorders who were teamed with the thirty group leaders included classroom teachers, librarians, counselors, visiting teacher, and system-wide music teachers. Each team was composed of one black person and one white person.

All other participants were divided into thirty racially mixed groups consisting of all the various categories of school personnel. The group leader-recorder teams functioned in the small group discussions of the workshop and afforded the familiar family type atmosphere needed for spontaneous involvement. Other groupings during the workshop were subject matter and grade level interests and school staffs which were led by principals. In these meetings each group chose a recorder to serve. The workshop program included small group work, panel presentations, individual consultants and informal activities such as the break, lunch and watermelon cutting. A copy of the program appears in Appendix B of this report.

EVALUATION

In order to determine whether and as much as possible, to what degree the objectives of the program were obtained, the following procedures for evaluation were used:

1. Candid photographs of various activities were taken on each day of the workshop. One lady participant and one gentleman participant who were willing to log the photographs did this.
2. A conspicuously decorated box for "Significant Comments" was placed in the lunchroom for the purpose of receiving feedback from participants during the workshop.
3. The thirty group leaders met periodically for the purpose of evaluating progress and planning changes and/or additions to the program.
4. General attendance was noted each day to determine whether high interest levels were being maintained.
5. An evaluative instrument, details of which follow, was used by all participants at the end of the workshop.

The evaluative instrument was used to identify race and position and to determine to what extent participants felt that the workshop:

1. fulfilled purposes
2. affected communication
3. changed attitudes and feelings.

Participants also evaluated the effectiveness of the workshop activities and gave an overall evaluation of the workshop using 1 2 3 4 (with 1 being most effective and 4 being least effective).

For purposes of presenting the data in the following tables tallies were made of the responses by participants on the instrument. In order to present data meaningfully in terms of race and position each table contains columns for Black Administrator, White Administrator, Black Teacher, White Teacher, Black Other, White Other and Total group responses. (Other respondents include teacher aides, secretaries, nurses, visiting teachers, librarians, counselors, etc.)

By referring to the evaluative instrument in Appendix C it is possible to determine a breakdown of evaluative data in the following manner:

1. Purposes
2. Communication
3. Attitudes and feelings ~~now~~
4. Attitudes and feelings prior to workshop
5. Effectiveness of activities
6. Overall evaluation

It should be noted that only 37⁴ participants were present to use the evaluative instrument and that all of them did not respond to all of the items.

Beginning with the question of whether the participants feel that the purposes of the workshop were fulfilled and by

referring to Table II Purposes it is evident that 40% of the Black Administrators feel that the workshop fulfilled the stated purposes while the remaining 60% feel that the workshop partially fulfilled the stated purposes. On the other hand, 75% of the White Administrators feel that the workshop fulfilled the stated purposes while the remaining 25% feel that the purposes were partially fulfilled. No administrators feel that the workshop did not at least partially fulfill the stated purposes.

Column C of Table II reveals that 53% (60 of 114) of the Black Teachers feel that the purposes were fulfilled while 45% (51 of 114) feel that the purposes were partially fulfilled and 2% (3 of 114) feel that the workshop did not fulfill the stated purposes.

Column D indicates that 38% (71 of 189) of White Teachers feel that the workshop fulfilled the stated purposes while 57% (109 of 189) feel that the workshop purposes were partially fulfilled and 5% (9 of 189) feel that the workshop purposes were not fulfilled.

By comparing Columns E and F of Table II it is possible to see that Black Other participants and White Other participants differed as to the degree to which they feel that the purposes were fulfilled. Although all of them indicated at least partial fulfillment it is evident that more Blacks (78%) feel that the purposes were fulfilled and more Whites (62%) feel that the purposes were partially fulfilled.

TABLE II. PURPOSES

	Col.A Black Adm.	Col.B White Adm.	Col.C Black Teacher	Col.D White Teacher	Col.E Black Other	Col.F White Other	Col.G Total
1. The workshop fulfilled the stated purposes.	40% 4	75% 12	53% 60	38% 71	78% 7	38% 10	45% 164
2. The workshop partially fulfilled the stated purposes.	60% 6	25% 4	45% 51	57% 109	22% 2	62% 16	52% 188
3. The workshop did not fulfill the stated purposes.			2% 3	5% 9			3% 12
Total 100%	10	16	114	189	9	26	364

*Other participants include teacher aides, secretaries, nurses, visiting teachers, librarians, counselors, etc.

Column G indicates that 45% (164 of 364) of all participants feel that the purposes were fulfilled whereas 52% feel that the purposes were partially fulfilled and 3% (12 of 364) feel that the purposes were not fulfilled.

Table III, Communication, points out that 90% of White Administrators and 55% of Black Administrators feel that the workshop increased their ability to communicate with persons of the opposite race. The remaining 10% of White Administrators and 45% of Black Administrators feel that the workshop had no effect on their ability to communicate with persons of another race.

Columns C and D of Table III indicate that 74% of White Teachers and 75% of Black Teachers feel that the workshop increased their ability to communicate with persons of another race.

Twenty-five percent of both White and Black Teachers feel that the workshop had no effect on their ability to communicate with persons of another race.

Two White Teachers (1%) indicated that they feel that the workshop decreased their ability to communicate with persons of another race.

Columns E and F of Table III indicate that 90% of Black Other and 81% of White Other feel that the workshop increased their ability to communicate with persons of another race while the remaining 10% of Black Other and 19% of White Other feel that the workshop had no effect on their ability to communicate with persons of another race.

TABLE III. COMMUNICATION

	Col.A Black Adm.	Col.B White Adm.	Col.C Black Teacher	Col.D White Teacher	Col.E Black Other	Col.F White Other	Col.G Total
1. The workshop greatly increased my ability to communicate with persons of another race.	22% 2	40% 7	34% 39	23% 44	50% 5	27% 7	28.5% 104
2. The workshop increased somewhat my ability to communicate with persons of another race.	33% 3	50% 9	41% 48	51% 97	40% 4	54% 14	47% 175
3. The workshop had no effect on my ability to communicate with persons of another race.	45% 4	10% 2	25% 29	25% 47	10% 1	19% 5	24% 88
4. The workshop decreased my ability to communicate with persons of another race.				1% 2			.5% 2
Total	9	18	116	190	10	26	369

Column G, Table III indicates that 75.5% of the participants responding to this item on the evaluative instrument feel that the workshop increased their ability to communicate with persons of another race while 24% feel that the workshop had no effect on their ability and .5% feel that the workshop decreased their ability to communicate with persons of another race.

Table IV, Attitudes and Feelings Now, in Columns A and B - indicates that 44% of Black Administrators and 89% of White Administrators feel better about working with persons of another race while 56% of Black Administrators and only 11% of White Administrators feel that the workshop caused no change in their feelings about working with persons of another race.

Columns C and D of Table IV show that 76% of Black Teachers and 57% of White Teachers feel better about working with persons of another race while 24% of Black Teachers and 42% of White Teachers feel that the workshop caused no change in their feelings about working with persons of another race. Less than 1% of White Teachers indicated that they feel worse about working with persons of another race.

In Columns E and F, 89% of Black Other participants and 70% of White Other participants indicated that they feel better about working with persons of another race. The remaining 11% of Black Other participants and 30% of White Other participants indicated no change in their feelings about working with persons of another race. Of the total number of responses on this item,

TABLE IV. ATTITUDES AND FEELINGS NOW

	Col. A Black Adm.	Col. B White Adm.	Col. C Black Teacher	Col. D White Teacher	Col. E Black Other	Col. F White Other	Col. G Total
1. I feel much better about working with persons of another race.	33%	50%	41%	30%	56%	29%	35%
	3	9	46	56	5	7	126
2. I feel somewhat better about working with persons of another race.	11%	39%	35%	27%	33%	41%	31%
	1	7	39	51	3	11	112
3. I have experienced no change in my feelings about working with persons of another race.	56%	11%	24%	42%	11%	30%	33%
	5	2	27	79	1	8	122
4. I feel worse about working with people of another race.				-1%			1%
				3			3
Total	9	18	112	189	9	26	363
	100%						

Col. G, 66% indicated that they feel better, 33% indicated no change and 1% indicated that they feel worse about working with persons of another race.

Feelings prior to the workshop are revealed by the data in Table V. In Columns A and B 55% of Black Administrators and 62.5% of White Administrators reveal positive feelings while the remaining 45% of Black Administrators and 37.5% of White Administrators reveal undefined feelings. No administrator indicated negative feelings prior to the workshop.

In Columns C and D of Table V, 57% of Black Teachers and 66% of White Teachers indicate positive feelings, while 37% of Black Teachers and 31% of White Teachers indicate undefined feelings. Six percent of Black Teachers and 3% of White Teachers indicated negative feelings prior to the workshop. Columns E and F show that 44% of Black Other and 56% of White Other participants had positive feelings while the remaining 56% of Black Other had undefined feelings. Thirty five percent of White Other participants indicated undefined feelings and 9% indicated negative feelings prior to the workshop.

In Column G of Table V, 62% of all participants responding to this item indicated positive feelings, 34% indicated undefined feelings and 4% indicated negative feelings prior to the workshop.

The data in Table VI, Effectiveness of Activities, are almost meaningless if examined in the light of the item on the evaluative instrument which asked for a value judgment (1-2-3-4)

TABLE V. PRIOR TO THE WORKSHOP MY FEELINGS MIGHT HAVE BEEN
CLASSIFIED AS:

	Col.A Black Adm.	Col.B White Adm.	Col.C Black Teacher	Col.D White Teacher	Col.E Black Other	Col.F White Other	Col.G Total
(a) Positive	55%	62.5%	57%	66%	44%	56%	62%
	5	10	59	122	4	13	213
(b) Negative			6%	3%		9%	4%
	0	0	6	5	0	2	13
(c) Undefined	45%	37.5%	37%	31%	56%	35%	34%
	4	6	38	56	5	8	117
Total 100%	9	16	103	183	9	23	343

TABLE VI. EFFECTIVENESS OF ACTIVITIES

	Col.A Black Adm.	Col.B White Adm.	Col.C Black Teacher	Col.D White Teacher	Col.E Black Other	Col.F White Other	Col.G Total
1. Panel Presentations	4 3 2 1	1 3 10 5	8 15 29 44	13 57 80 38	0 0 3 5	3 5 14 3	25 81 141 97
2. Small Group Work	4 3 2 1	1 0 0 7	0 0 4 14	5 12 37 50	14 12 58 101	0 2 2 4	21 30 103 196
3. Presentations by individual speakers	4 3 2 1	0 1 2 5	2 5 7 4	7 12 31 53	50 59 43 30	0 1 5 1	64 89 95 96
4. Informal conversations during breaks, etc.	4 3 2 1	1 1 3 3	4 1 6 7	31 22 27 17	42 31 61 50	1 2 1 3	89 61 107 82
Total	4 3 2 1	3 9 27 30	51 61 124 164	119 159 242 219	1 5 11 13	19 24 32 28	199 261 446 471

on activities. Many of the participants seem not to have understood the item and gave all activities the same value or judged only one of the activities, etc. making it extremely difficult to get at what was intended. The data are presented so that the reader may draw his own conclusions.

In Table VII, Overall Evaluation, Columns A and B show that 88% of Black Administrators and 70% of White Administrators consider the workshop to have been a very valuable and useful experience while the remaining 12% of Black Administrators and 24% of the White Administrators feel that the workshop was somewhat useful and 6% (1) of the White Administrators feel that the workshop was of questionable value.

Columns C and D of Table VII show that 66% of Black Teachers and 40% of White Teachers feel that the workshop was a very valuable and useful experience while 27% of Black Teachers and 42% of White Teachers feel it was somewhat useful. Seven percent of the Black Teachers feel that the workshop was of questionable value while 15% of the White Teachers also feel that it was of questionable value. Three percent (6) of the White Teachers indicated that they feel that the workshop was of no value.

In Column E, 89% of Black Other participants indicate that they feel that the workshop was a very valuable and useful experience and the remaining 11% feel that it was a somewhat useful experience. In Column F, only 40% of White Other participants

TABLE VII. OVERALL EVALUATION

	Col. A Black Adm.	Col. B White Adm.	Col. C Black Teacher	Col. D White Teacher	Col. E Black Other	Col. F White Other	Col. G Total
1. A very valuable and useful experience	88%	70%	66%	40%	89%	40%	50%
	7	12	73	73	8	10	183
2. A somewhat useful experience	12%	24%	27%	42%	11%	48%	36%
	1	4	30	81	1	12	129
3. Of questionable value		6%	7%	15%		12%	12%
		1	8	30		3	42
4. Of no value				3%			2%
				6			6
Total	100%	17	111	190	9	25	360
	8						

indicated that they feel that the workshop was a very valuable and useful experience while 48% feel that it was somewhat useful and 12% feel that it was of questionable value.

Of the total number of participants responding to this item, Column G indicates that 50% feel that the workshop was a very valuable and useful experience, 36% feel that it was a somewhat useful experience, 12% feel that it was of questionable value and 2% indicate that they feel that the workshop was of no value.

It may be of further interest to the reader to take each category of participants and examine the tables for consistencies and/or contradictions in responses.

COMMENTS

The last item on the evaluative instrument was "Comments": Since the project proposal and the workshop were constructed on the basis of concerns expressed by personnel and since the proposal included verbatim representative samples of these concerns it seems fitting that the evaluation report include verbatim representative samples of the comments written on the evaluative instrument.

Black Administrator

1. I would like to see periodic activities of this nature throughout the school year.
2. Parental involvement is necessary. Too long - should be reduced to one week.

White Administrator

1. Could have been capsuled in fewer days.
2. Very fine program!
3. More pay

Black Teacher

1. It was designed especially for Whites.
2. More workshops should be given.
3. The workshop not only aided my relationship with the opposite race, but it served also as a means by which I could examine my own personal feelings.
4. This has been a "royal" pain!

5. The workshop was very stimulating and enriching.
6. It was a wholesome and enjoyable fellowship.
7. Include more parents and students next year.
8. The whites did not take part in small group discussions.

White Teacher

1. It's a poor reflection on both races that such a workshop was deemed necessary.
2. In my opinion it was too black!
3. I feel that the discussions in faculty groups were exceptionally valuable in helping us get to know the people we will be working with.
4. I feel that we have been presented with more of a rosy picture rather than really telling it as it is.
5. Many are more skeptical.
6. Too much repetition.
7. Five days would have been a maximum amount of time.
8. It gave us a good opportunity to get acquainted on a city-county wide basis.
9. I only wish we could have had one for parents.
10. Let's have more of this type of activity!
11. A most valuable experience. Thank you for making it possible!
12. Most people are holding back on feelings.
13. Not enough white-black face to face confrontation!
14. Simulations absolutely one-sided.
15. You went overboard on having Black speakers.

Black Other

1. A most rewarding experience.
2. I found one or two speakers were unable to get over to the majority of the persons present.

White Other

1. Too much time - results could have been accomplished in a shorter time.
2. Great ice breaker!
3. Too much about White treatment of Blacks - nothing about Blacks to Whites.
4. I have already had some helpful experiences.

DISSEMINATION

In order to disseminate information to the extent that personnel and public would interact in an intelligent and positive manner, the following procedures were used:

1. Prior to the beginning date of the workshop an article giving general program plans was published in the LaGrange Daily News (Appendix D).
2. During the course of the workshop, the assistant editor of the LaGrange Daily News was supplied with further information and was requested to attend sessions.
3. A feature writer for the Atlanta Journal and The Columbus Enquirer was invited to attend sessions of the workshop. She spent an entire day (Appendix E).
4. Salesmen and service agents who called on personnel at the site received "eye-opening information" first hand.
5. Tape recordings were made of presentations by consultants in order to have them available to other systems for their evaluation at planning time and to use them in subsequent workshop follow-up in LaGrange and Troup County School Systems.
6. A slide collection was made of the various kinds of activities and groupings for use in workshop follow-up and for availability to other systems.

7. Information was dispersed widely into all areas and facets of community life by participants themselves who became by far the best public relations staff one could have.
8. Copies of this report will be made available to other school systems.

RECOMMENDATIONS

In view of the fact that the evaluative measures indicate the appropriateness of them, the following recommendations are made:

1. That any future workshop of this type be limited to not more than five days.
2. That individuals who are to make presentations be persons with charismatic attributes.
3. That careful consideration be given to racial balance of speakers, etc. in proportion to racial composition of the participants.
4. That parents participate in at least one day's activities.
5. That Boards of Education provide opportunities for continuation of such in-service training.
6. That continuing evaluation be made for the purpose of determining areas of growth and/or need for further in-service training.

At the closing session of the workshop each participant was awarded a certificate of participation.

APPENDIX A | Attendance

LAGRANGE CITY-TROUP COUNTY
WORKSHOP/INSTITUTE
ATTENDANCE RECORD

Participant _____

AUGUST-1970

M	T	W	T	F	M	T	W	T	F
10	11	12	13	14	17	18	19	20	21

Please check days attended.

APPENDIX B | Program

August 10-21, 1970

A workshop for the certificated personnel of LaGrange and Troup County Schools will be held on August 10-21, 1970, from 8:30-2:00 each day. Training for small group discussion leaders will be held from 10:00-1:00 P.M. on August 10-12, 1970. The workshop will be conducted by the center for Educational Improvement, The University of Georgia.

Purpose:

- a. The purpose of the Center for Educational Improvement is to assist the certificated personnel of LaGrange and Troup County to arrive at the objectives submitted in their Title IV Proposal for Grant Program on Problems of School Desegregation. Those objectives are reproduced here for identification:
 1. To alleviate fears, prejudices and misconceptions which have developed over past years due to lack of knowledge and understanding of the opposite race and to rumors and/or half-truths which have been propagated by the community and, to some degree, by school personnel themselves.
 2. To promote good human relations so that all personnel involved will feel comfortable, will be encouraged to participate effectively in the workshop, and will become enabled to function in their respective professional responsibilities with an improved self-assurance that they have some of the answers to some of the problems.
 3. To allow ample opportunity for personnel to explore and make decisions relative to the concerns they have expressed in identifying the problem.
 4. To disseminate information to the extent that personnel and public will interact in an intelligent and positive manner.
 5. To provide means of total personnel involvement in evaluation of the workshop.

GOALS IDENTIFIED BY LEADERSHIP PERSONNEL

1. Provide atmosphere among staff conducive to change - build enthusiasm for the job.
2. Help everybody get to know everybody.
3. Provide for individual differences among teachers, pupils, and parents.
4. Recognize potential problems between teachers and students of different races.
5. Understand effects of social and cultural backgrounds upon children - and how these may affect teacher-student relationship.

6. Arrive at acceptable terminology for referring to races.
7. Improve communication - including open expression of feelings.
8. Create an atmosphere of acceptance of each other.
9. Work toward humanization of the curriculum and instructional program - team teaching, grouping, individualized instruction, etc.
10. Make plans for further in-service program.
11. Decide how to involve and influence parents and community.

PROGRAM AND TIME SCHEDULE

Thursday, August 13

8:30-9:00	General meeting Opening remarks by Superintendent Welcome Purpose
9:00-9:30	Dr. W. E. Combs Keynote Address
9:30-10:15	Simulation-Introduction to Lakemont: Mr. Jim Hale
10:15-10:30	Refreshment Break
10:30-11:45	Incident No. 1 and small group (A) Discussion
11:45-12:45	Lunch
12:45-1:30	Sharing (all participants) (Mr. Hill, Mr. Hale) Report from groups
1:30-2:00	Leaders meet

Friday, August 14

8:30-9:45	Incident No. 2 and small group (A) Discussion
9:45-10:15	Refreshment Break
10:15-10:45	Sharing (all participants) (Mr. Hill, Mr. Hale) Reports from groups
10:45-11:45	Incident No. 3 and small group (A) Discussion
11:45-12:45	Lunch
12:45-1:30	Sharing (all participants) (Mr. Hale, Mr. Hill)
1:30-2:00	Leaders meet

Monday, August 17, 1970

8:30-10:00	Student Panel from Griffin, Ga. (Hill)
10:00-10:45	Break
10:45-11:45	Dr. Harry Passow Presentation (questions and answers)
11:45-12:45	Lunch
12:45-1:30	Dr. A. Harry Passow Form Buzz Groups
1:30-2:00	Leaders meet

Tuesday, August 18

8:30-9:15	Dr. A. Harry Passow 2nd Presentation
9:15-9:45	Break
9:45-11:00	Group by Grade level and subject matter to formulate questions for Dr. Passow
11:00-11:45	Continue with Dr. Passow Comments from grade level and subject matter groups
11:45-12:45	Lunch
12:45-1:30	Small group (A) Discussion "How do desegregation factors affect curriculum and teaching?"
1:30-2:00	Leaders meet

Wednesday, August 19

8:30-9:30	Incident No. 4 and small group (A) Discussion
9:30-10:00	Sharing (all participants) (Mr. Hale, Mr. Hill) Reports from groups
10:00-10:15	Break
10:15-11:45	Group by school faculties (next year's) Note problems and how we will meet them
11:45-12:45	Lunch
12:45-1:30	Sharing (all participants) (Mr. Hill, Mr. Hale)
1:30-2:00	Leaders meet

Thursday, August 20

8:30-8:40	"Parental Involvement" Mr. Milton Hill
8:40-10:00	Group by school faculties to make plans for parent involvement
10:00-10:15	Sharing (all participants) (Mr. Hale, Mr. Hill) Reports from groups
10:45-11:45	Film: "Incident on Wilson Street"
11:45-12:45	Lunch
12:45-1:30	Presentation by Mr. Tom Butler
1:30-2:00	Leaders meet

Friday, August 21

8:30-10:00	Small group (A) discussion on "What do students want to know on the first day of school and how can the school let them know?"
10:00-10:15	Break
10:15-10:45	Sharing (all participants) (Mr. Hill, Mr. Hale) Reports from groups
10:45-11:45	Film: "When You Get to Know a Fellow"
11:45-12:45	Lunch
12:45-1:30	Presentation of Certificates

APPENDIX C | Evaluative
Instrument

EVALUATION

Activity _____
Location _____

Date

36A

Circle one: Race: Black White
Position: Administrator Teacher Student
Central Staff
Other _____

Purposes:

- _____ 1. The workshop fulfilled the stated purposes.
_____ 2. The workshop partially fulfilled the stated purposes.
_____ 3. The workshop did not fulfill the stated purposes.

Communication:

- _____ 1. The workshop greatly increased my ability to communicate with persons of another race.
_____ 2. The workshop increased somewhat my ability to communicate with persons of another race.
_____ 3. The workshop had no effect on my ability to communicate with persons of another race.
_____ 4. The workshop decreased my ability to communicate with persons of another race.

Attitudes and Feelings:

- _____ 1. I feel much better about working with persons of another race.
_____ 2. I feel somewhat better about working with persons of another race.
_____ 3. I have experienced no change in my feelings about working with persons of another race.

Prior to the workshop my feelings might have been classified as:

- (a) _____ positive (b) _____ negative
(c) _____ undefined

- _____ 4. I feel worse about working with people of another race.

Types of Activities:

Please evaluate the effectiveness of the workshop's activities, using 1,2,3, and 4 (with 1 being most effective and 4 being least effective).

_____ Panel presentations

_____ Small group work

Purposes:

- _____ 1. The workshop fulfilled the stated purposes.
- _____ 2. The workshop partially fulfilled the stated purposes.
- _____ 3. The workshop did not fulfill the stated purposes.

Communication:

- _____ 1. The workshop greatly increased my ability to communicate with persons of another race.
- _____ 2. The workshop increased somewhat my ability to communicate with persons of another race.
- _____ 3. The workshop had no effect on my ability to communicate with persons of another race.
- _____ 4. The workshop decreased my ability to communicate with persons of another race.

Attitudes and Feelings:

- _____ 1. I feel much better about working with persons of another race.
- _____ 2. I feel somewhat better about working with persons of another race.
- _____ 3. I have experienced no change in my feelings about working with persons of another race.

Prior to the workshop my feelings might have been classified as:

- (a) _____ positive (b) _____ negative
(c) _____ undefined

- _____ 4. I feel worse about working with people of another race.

Types of Activities:

Please evaluate the effectiveness of the workshop's activities, using 1,2,3, and 4 (with 1 being most effective and 4 being least effective).

- _____ Panel presentations
- _____ Small group work
- _____ Presentations by individual speakers
- _____ Informal conversations during breaks, etc.

Overall Evaluation

I would regard the workshop as

- _____ 1. a very valuable and useful experience
- _____ 2. a somewhat useful experience
- _____ 3. of questionable value
- _____ 4. of no value

Comments: _____

APPENDIX D | Local Newspaper
Articles

LAGRANGE DAILY

Established In 1842-- Serving Troup County For 128 Years

Ten Cents

LaGrange, Ga., Saturday, August 8, 1970

Schools Set Civil Rights Workshop

Personnel in the LaGrange City and Troup County School Systems will engage in a two-week workshop at Hollis Hand School under Title IV of the Civil Rights Act of 1964 which deals with school desegregation.

The workshop will begin on Monday for leadership groups who will be in training on Monday and Tuesday.

On Wednesday, principals only will be involved in workshop activities. All other participants will begin on Thursday, with registration set for 8:30-9 a.m.

Workshop activities include presentations by noted consultants, student panel discussions, small and large group discussions by participants in three different types of groupings, buzz sessions, films and informal activities.

A consultative team from the School Desegregation Educational Center at the University of Georgia will be on hand during the entire workshop.

During the course of the workshop presentations will be made by Dr. Walter Combs of Florida A & M University, Tom Butler, director of Student Activities for the City Public Schools of Alexandria, Virginia, and Dr. A. Harry Passow, professor of Education and chairman of the Department of Curriculum and Teaching at Teachers College, Columbia University.

City, County Schools Move To Unitary Plan Smoothly

LaGrange and Troup County moved into a unitary school system smoothly this morning as schools opened for the fall term.

Traffic congestion primarily at East Depot, Kelly and Thomastown turned out to be the biggest problem.

Studying the situation after classes began, however, officials felt that this problem would solve itself by next week.

They pointed out that the congestion was created because many parents parked their cars on the streets while they took children personally to schools for their first day.

By Monday, registration of all students will be completed and traffic should be kept moving without difficulty, Police Chief Troy McClung said.

Supt. James W. McAllister declared early this morning that "we had a fine start. Naturally, there was some confusion with so many changes being made, but with a few adjustments all problems can be corrected."

McAllister was high in his praise of teachers, students and parents for their efforts in bringing about a smooth transition to the unitary school system.

"The people of LaGrange especially should be justly proud of themselves. We took a gigantic step this morning as we followed the direction of the courts in completely desegregating our public schools.

"I feel that LaGrange has set a pattern that could well be followed throughout the State and nation. My sincere appreciation goes to all of those who made this possible, teachers and parents, the administrative and maintenance staffs, and certainly the students themselves.

"With this continued cooperation and determination to make LaGrange's plan work, the quality of education will be greatly improved.

Following a court directive, both LaGrange and Troup County schools have been completely integrated for the first time.

APPENDIX E

Out-of-town
Newspaper Articles

The Atlanta Journal

Second FRONT

2-A

Friday, August 28, 1970

Schools Hold Workshop on Integration

Special to The Atlanta Journal

LaGRANGE, Ga. — LaGrange and Troup County public schools held a pilot model workshop on integration prior to the Friday opening of the schools in the two systems which are being integrated for the 1970-71 school year for the first time.

The workshop was conducted by the Center for Educational Improvement of the University of Georgia. The cost was paid with federal funds.

Featured speakers included Dr. Harry Passow, professor of education and chairman of the department of teaching and curriculum at Teachers College, Columbia University, New York; Dr. Walter Combs of Florida State University, and Tom Butler, director of student activities for the city of Alexandria, Va.

Some of the objectives were to alleviate fears and misconceptions due to lack of knowledge and understanding of the opposite race and due to rumors and-or half truths which have been propagated, to promote good relations; to allow ample opportunity for personnel to explore and make decisions relative to the concerns they have expressed.

This was accomplished by short films which posed definite problems which were not answered in the films but were discussed in group meetings and "buzz" sessions.

Representatives from the various discussion groups formed panels which reported the proposed solutions to the problems.

The Columbus Enquirer

FOUNDED BY MIRABEAU B. LAMAR IN 1823

TEN CENTS

COLUMBUS, Ga., P. O. Box 711, 31902, Saturday Morning, Aug. 22, 1970

40 Pages — Two Sections



School Meet In LaGrange Is Completed

By ELEANOR ORR
Enquirer Correspondent

LAGRANGE, Ga. — Teachers of the LaGrange and Troup County school systems completed a seven-day workshop Friday on classroom desegregation to be accomplished when the 1970-71 school year begins Aug. 28.

The workshop was a federally-financed model project conducted by the center for Educational Improvement of the University of Georgia.

Mrs. Paul Patterson, curriculum consultant for Troup County schools, was director of the workshop. Robert Walters, principal at Hollis Hand Elementary School, and Lewis Banks, principal at Southside Primary School, both in the LaGrange system, were assistant directors.

More than 400 teachers, teachers' aides, nurses, visiting teachers, secretaries, school nurses, and other personnel attended the workshop at Hollis Hand Elementary School.

Featured speakers included Dr. Harry Passow, professor of education and chairman of the Department of Curriculum and Teaching at Teacher's College, Columbia University in New York; Dr. Walter Combs, of Florida State University; and Tom Butler, director of student activities.

A consultant team from the school desegregation center at the University of Georgia led the activities. The team included Dr. Harry Williams, Milton Hill and James Hale.

Activities, in addition to presentations by the special speakers and members of the University of Georgia team included panel discussions and "buzz sessions," and films.

One of the films emphasized the fact that a deficient environment does not mean innate deficiencies. Others presented a problem of slow readers and presented changes in today's dress.

Other subjects discussed were changes in present day curricula. In this discussion, one of the leaders pointed out that an automobile is a good textbook in mathematics.

Parent-teacher relationships and community involvement of both teachers and parents also were emphasized.

About 60 group leaders and recorders had a training period for three days before the workshop began. Some of the goals identified by the leaders were to recognize the potential problems between teachers and students of different races, create an acceptance of each other and decide how to involve and influence parents and the community.